

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



*Life in all its fullness
A fun, healthy and safe place to learn*

Violence to Staff Policy

September 2021

An exciting quality environment where we respect people and things.

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

VIOLENCE TO STAFF POLICY

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Introduction

These guidelines are intended to provide a frame of reference for Head Teachers, Governors and staff on how to reduce the risk of violence in schools. The guidelines will cover how to:

- protect staff from all forms of violence whenever possible;
- identify potential risks of violence;
- formulate an action plan and statement of intent;
- record incidents;
- develop preventative strategies;
- support staff who are victims of violence;

The guidelines should be read in conjunction with the following:-

- LEA Safety Policy
- Section B11 of the County Safety Manual
- LEA Security Policy
- Code of Practice on Physical Intervention Between Staff and Pupils
- Children's Behaviour in Schools, Volume 1 and 2

The document aims to ensure that staff in schools are aware of and fulfil their responsibilities for safety, particularly in relation to the management of violence at work.

Advice and support is available through this process from Senior Officers within the Personnel and Health and Safety Group of the Education Department.

1. Defining Violence

The LEA's working definition of violence is:

“any incident in which an employee is abused, threatened or assaulted by a student, pupil or member of the public in circumstances arising out of the course of his or her employment.”

This includes verbal abuse and threats, rude gestures, sexual or racial harassment.

Verbal abuse and threats, including rude gestures and innuendoes, are the most common types of incident.

The effects of being threatened or abused vary, violence can cause pain, suffering and even disability or death. Physical attacks are obviously dangerous but serious or persistent verbal abuse or threats can also damage employees health and well being through anxiety or stress.

2. The Philosophy

The value and beliefs of the LEA which form the basis of this policy are:-

- All violence is unacceptable, whatever form it takes and whatever reasons are cited for it.
- We recognise the risks to staff from violence at work and the obligations of the organisation to minimise the risks.
- **Dealing with, or being subject to, violent behaviour is not considered to be a failure on the part of the employee.**
- **Violence is not considered to be an acceptable part of any job, nor is it part of the duties of an employee to accept violent behaviour.**
- We recognise the potentially damaging effects of violence on individuals, work performance and the organisation as a whole, and are committed to combating it.

3. The Legal Position

3.1 LEA

The LEA as employer, or in the case of aided schools, the Governing Body, has a clear duty to ensure the health, safety and welfare at work of all employees, and the health and safety of non employees who may be affected by the facilities and activities of the LEA.

The Health and Safety Act 1974, Section 2(1) imposes a general duty as follows:-

“it shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare of all his employees”.

This duty is wide in scope and extends to the protection of staff against violent incidents where these are foreseeable. An employer should consider not only the threat of actual harm, but also the potential effects on employees' physical and mental health and welfare.

This duty extends to the provision of a working environment and systems which are safe, as well as sufficient information, instruction and training to ensure the health and safety of employees.

Section 2(31) of the Health and Safety at Work Act requires employers (LEA and School Governing Bodies) to prepare a written health and safety policy statement. This should include the organisation and arrangements for dealing with foreseeable risks of violence to staff.

In addition, the general duties listed above have been supplemented by the Management of Health and Safety at Work Regulations 1992 as amended 1999. These regulations require a systematic examination of working activities to identify, remove or control risks. This is commonly known as a risk assessment.

3.2 **Governing Body**

Governing Bodies have a duty to ensure that:

- safety is managed proactively;
- schools' policies relate to the policies of the LEA;
- schools comply with specific legal requirements in relation to health and safety.

Governing Bodies also have a responsibility for people working at their premises who are not their employees, for example, contract cleaning or catering staff. The Governing Body will need to liaise with the employer of the contract staff to discuss how both can best deal with the risks of violence to their staff.

Section C of the Health and Safety Manual says:

- the Head Teacher has the authority to stop work if he/she is concerned about any aspects of the contractors work
- the schools health and safety representative should be present whenever possible at site meetings.

3.3 Individual Employees

Under Section 7 of the Health and Safety at Work Act, it is also made clear that it is the:

“duty of every employee to take reasonable care for the health and safety of himself/herself and other people who may be affected by his acts or omissions at work”.

In practice this means that individual employees are required to:

- follow the rules and procedures as laid down in the policy and associated documents;
- report **all** incidents of violence using the procedures laid down in policy documents;
- report hazards, risk or problems that they become aware of in the course of their work;
- attend training courses and events;
- act reasonably and professionally and conduct him/herself in an appropriate manner in the course of their employment.

4. Preventing Violence: Developing a School Policy

4.1 Statement of Intent

Schools and related establishments must ensure that a clear policy is in place which clearly sets out the responsibilities, duties and procedures for preventing and dealing with violence within their areas of responsibility.

The policy should include a statement of intent which shows a clear commitment on the part of governors and the Head Teacher to be fully supportive of members of staff who have been subject to violence, and to take positive steps to minimise the risks.

It is suggested that the statement should include the following:

- commitment on the part of the Governing Body and Head Teacher to introduce measures to prevent and combat violence to staff;
- declaration of full support for staff who have been assaulted or suffered verbal abuse;
- appropriate investigation of all reported incidents of violence;

- notification to the Police of all assaults, by a manager or senior manager of staff (unless the employee objects);
- support for requests to the LEA for legal advice where it is deemed appropriate following incidents in which the Police will not prosecute;
- commitment by the Governing Body to the sending of formal warning letters to people making threats or verbally abusing staff;
- arrangements for liaison with employers of contract staff working at the premises.

4.2 Identifying Hazards and Risks

4.2.1 Initial Status Review

It is likely that schools will already have many good procedures in place for dealing with security, violence from pupils, parents and intruders, as well as physical barriers (fences, door entry systems etc) to control the risk. Schools will also have a good understanding of the incidence of violence and security problems.

Schools must ensure that whilst putting security measures into place such as security doors and entry systems, this should not compromise the efficiency of evacuating the building in emergencies.

It is, therefore, important initially to review the current incidence of violence and arrangements for managing the issue. This may be achieved by using a combination of different approaches. It is often useful to ask employees through staff surveys or discussion, their views of the level of violence in school.

Governors are advised that when they undertake their annual Health and Safety inspections they should ensure that they review incidence of violence recorded in the previous year.

It is helpful to try and categorise types of assault as follows:-

- Assaults by pupils;
- Assaults from a distance i.e. hit by missile;
- Assaults by pupils' families;
- Assaults from intruders on site.

It is useful to categorise the incidents into verbal threats, physical attack, verbal abuse, threatening behaviour, rude gestures, sexual or racial harassment. Analysis of this information can help focus attention on areas where potential for violence is greatest.

4.2.2 Risk Assessments

Carrying out risk assessments will allow schools to review the level of risk in all activities. They will help provide a clear understanding of where the weaknesses lie in the current arrangements for dealing with violence.

Risk assessments may only be carried out by persons who have an appropriate level of competence through training and experience. The level of training must ensure that the persons have an understanding of the principles of risk assessment and are able to instigate prevention or control measures. The persons who conduct the risk assessments must also be familiar with the work situation where there is a risk of violence. Risk assessments are better carried out by two to three people rather than one individual. More guidance on risk assessment is given in Appendix 2.

Having evaluated the risk, it will then be necessary to decide whether precautions are already adequate or whether further action is required.

4.2.3 Reporting and Recording Incidents

Good in-house reporting and recording systems are essential for identifying places and work activities where violence can occur. Schools will, therefore, need to ensure that appropriate systems are in place and that staff are positively encouraged to use them to report all incidents.

Schools will need to introduce a logging system for recording reported incidents of violence, an example is attached in Appendix 3. Any incident which occurs should be recorded accurately and as soon after the event as possible. This information can be vital if legal proceedings are instigated at a later date.

There is a clear legal requirement to report all violent incidents that result in injury to employees to the Health and Safety Executive (HSE). The use of Form SR3/5 "Accident and Violent Incident Report", Appendix 4, will ensure that the Education Department is made aware of such incidents and is able to meet the requirement of the "Reporting of Injuries, Diseases and Dangerous Occurrences Regulations" (R.I.D.D.O.R.) 1995 to report acts of physical violence connected with work, which results in a member of staff suffering an over three day injury, directly to the HSE. All incidents meeting with the definition of violence (para1) should be recorded in a log kept by the school and those that result in injury reported on Form SR3/5.

Employees may wish to contact their Recognised Trade Union Representative for support.

Members of staff need to be assured that it is not a sign of personal or professional failure to be attacked or threatened and reminded that under-reporting can expose them and other staff to serious risks.

4.3 Control Measures

4.3.1 Physical Aspects

Measures for dealing with violence at work can only be effective when based upon a proper analysis of problems. The general design and physical environment of buildings can sometimes be improved to reduce the likelihood of violence. This will need to be considered at the risk assessment stage and advice will be available from the Health and Safety Section or Risk Management Group. Possible examples may include:-

- easily identifiable and accessible reception areas;
- use of ID cards;
- limited number of entrances;
- adequate lighting.

4.3.2 Work Practices

Work practices and patterns need to be considered in relation to risk assessment. Sometimes, specific activities can be altered so that they are carried out in ways which lessen the risks. Examples of this would be home visiting or visiting pupils on work experience placement. Staff involved in visits in the community may need to travel to known trouble areas, sometimes as an evening visit. The Head Teacher may wish to consider whether a home visit is essential and explore other alternatives. If the visit is essential, then suggested precautions may include:

- leaving an itinerary of the employee's movements with a responsible person;
- periodic reporting to school or to a responsible person;
- avoiding evening visits wherever possible;
- checking pupil records beforehand to see if the pupil or carers are known to be violent;
- carrying a personal alarm;
- not visiting alone (Refer to Section B30, Health and Safety Manual).

School managers need to be aware that staff fears of violence can create a situation where their own uncertainty may make violence more likely and can result in unacceptable levels of stress.

4.3.3 Dealing with Aggression

Clear procedures are required for dealing with aggressive visitors to the establishment. There are already separate guidelines available from the LEA on *Physical Intervention between Staff and Pupils (1999)*. It is important to ensure that all staff are competent and have received appropriate guidance and training to enable them to deal with the violence that they are likely to encounter. This may be as simple as ensuring that all staff know what to do on encountering an intruder in school. It may also include clear procedures for dealing with a pupil or parents who is known to be violent or is being aggressive. Developing skills and techniques in how to defuse and de-escalate confrontation may be beneficial. Examples are:-

- avoiding confrontation in front of an audience. The fewer people that are involved in an incident, the easier for the aggressor to back down without losing face;
- asking another, preferably senior member of staff to help talk things through with the aggressor;
- staying calm, speaking slowly so as not to be drawn into a heated argument;
- avoid aggressive body language such as hands on hips, wagging fingers, looking down on the aggressor;
- if in any doubt as to one's physical well being, consideration should be given to summoning assistance appropriate to the circumstance. This may include contacting the Police.

4.3.4 Powers to Remove Trespassers: Education Act 1996, Section 547

Certain people may remove from the school premises anyone whom they reasonably suspect is committing or has committed an offence. These are:-

- a Police Constable;
- a person authorised by the LEA or;
- in a voluntary aided school a person authorised by the Governors.

The LEA recommends that the authorised person within school is the Head Teacher, or in his/her absence the Head Teacher's agreed representative. This is with proviso that **in any case of trespass and nuisance which involves violence or threats of violence Police assistance should be sought.**

Authorised staff are not advised to use physical force to remove a trespasser, other than in extreme circumstance. When faced with such a possibility the law does not allow individuals to use more force than is reasonably necessary in the circumstances.

4.3.5 **Persistent Trespass: The Case for Injunction**

In cases of persistent trespass, a school or the LEA can consider the possibility of seeking an injunction against the person or people involved. The process is not straight forward, it is expensive and often ineffective, it can involve vulnerable members of staff having to give evidence. The school and the LEA therefore need to take a rounded view of any situation to ensure the interests and safety of staff and pupils are taken into account. In the right circumstances the Authority will be prepared to seek an injunction, provided the evidence is there to satisfy the court. Previous experience in this area demonstrates that usually the threat alone of this sanction proves sufficient. Schools are encouraged to seek advice from the Area Office and/or a Senior Officer in the Personnel Group.

Where particular schools have an on-going problem with trespassers or particular individuals, it is worthwhile building up a relationship with the local Police so they will respond to an incident more promptly.

5. **Implementing the Policy**

5.1 **Policy and Procedures**

Developing and agreeing a policy is a vital step towards a coherent organisational response to violence at work, but it is only one step. The policy needs to be implemented and procedures introduced to ensure that the policy is complied with.

Schools may wish to consider introducing standard procedures for some activities, areas and types of incidents. These procedures may help to ensure that staff faced with a potentially violent situation will react in an informed and consistent way. Examples of the types of incidents which may benefit from a procedure are:-

- working away from the main place of work;
- security procedures when working late;
- reception duties;
- interviewing parents;
- securing the premises and dealing with burglar alarm call out;
- travelling in the line of duty;
- reception of people into the organisation and systems for identifying them while they are working;
- dealing with intruders on site;

- dealing with a parent/carer who is known to be violent or aggressive.

5.2 **Staff Briefing**

Schools will need to communicate the relevant policies and procedures to staff. It is important that not only are staff aware of the policies, but that they have read and understood them. Policies should also be readily available to parents/guardians and visitors to the school.

5.3 **Staff Training**

Schools may wish to consider general and specific training in dealing with violence in order to ensure that staff are aware of the policy and internal procedures. Head Teachers, Governors and senior managers who have a responsibility for ensuring that violence is managed in an establishment will benefit from training, preferably before the policy and procedures are introduced. Specific training in risk assessment may also be required and may be arranged by contacting the Health and Safety Manager.

Head Teachers will need to assess the training needs of **all** their staff, including support staff. Training courses will be offered by the LEA, and can be tailored towards groups of staff, the risk they take, and their particular needs. Please contact, Education Personnel or Health and Safety Section for further information.

5.4 **Staff Co-ordinator**

It is important to ensure that the management of violence is co-ordinated by a senior person of each establishment. This person should be clearly identified as the person to liaise with in relation to any violent incident or concern. They should also have responsibility for monitoring the incidence of violence, co-ordinating risk assessment and keeping policies and procedures up-to-date. Their role would be to ensure that any policies or procedures are incorporated and considered in relation to other management issues. The co-ordinator may have some specific training needs. Training will be made available from both the Health and Safety team and the Personnel Group.

5.5 **Review**

Once the systems are in place, it is important to continue to monitor the effectiveness of control measures. Strategies that are not working or which have unforeseen consequences can then be identified and modified or replaced.

Periodical safety audits will also ensure that the procedures are in place and that staff are aware and have ownership of the procedures that should be followed.

6. Follow-up Actions

6.1 Investigation

It is important to ensure that violent incidents are investigated immediately and appropriate action taken to reduce the risk of recurrence and to support the member of staff involved.

6.2 De-brief

It is important to ensure that the member(s) of staff and, if relevant, pupils involved are offered the opportunity to a de-briefing by the Head Teacher as soon as possible after the event. Where appropriate, follow-up counselling may need to be considered.

6.3 Medical Check-up

Where appropriate a medical examination, advice and support should be offered/sought.

6.4 Notification of the Police

Line managers to whom incidents are reported, and the victim, will need to consider whether the Police need to be involved. This should be standard practice in the event of violent attack or serious threatening behaviour, unless the employee objects.

6.5 Standard Warning Letter

The Head Teacher may wish to consider whether it would be appropriate to write to the person in order to warn of further action should their behaviour continue. A model letter as Appendix 1. If the behaviour continues after a letter being sent from school, advice and support should be sought from the Area Education Office and/or from Senior Officers within the Personnel Group. The LEA will then consider whether it is appropriate to send a more formal letter advising that the matter may be referred to the County Solicitor.

6.6 Recording the Incident

All incidents of violence should be recorded and a standard record of incident form is attached as Appendix 3. Where an injury has occurred, an SR3/5 form should be filled out and returned to the Health and Safety Section, Education Department, sample attached as Appendix 4.

6.7 Follow up Support for Staff

The extent and type of support available for victims should be dependant on the situation and the individual's needs. Support might include:

- time away from work;
- counselling;
- compensation (e.g. criminal compensation);
- legal advice and help in taking proceedings;
- ex-gratia payment for loss/damage to property.

The type of support needed should be investigated by the Head Teacher at the earliest opportunity. This should occur automatically and should not be dependant on the victim having to request it. Advice and support throughout this process is available from senior officers within the Personnel Group of the Education Department.

Appendix 1

First Class Private and Confidential

Dear

Violence to Staff: Warning

It has been brought to my attention that you have
against a member of my staff. It is my duty to warn you that this is entirely
unacceptable behaviour within a school.

The Governing Body and I, as Head Teacher, will not tolerate violent or abusive
behaviour to any members of staff in this school. I must remind you that the school
site is private property, and that you have no legal right to enter the school without
prior invitation/appointment.

If this behaviour continues, then I shall have no option but to take this matter further.

Yours sincerely

(Head Teacher)

APPENDIX 2

Violence to Staff – Risk Assessment

Introduction

Schools need to have a realistic view of security and violence and consider sensible measures which are proportionate to the problems identified. Schools have a clear legal duty to assess the risks to staff and reduce the risk so far as is reasonably practicable. Security measures can help to reduce the risk of violence. All schools should carry out regular security audits with the support and guidance of LEA staff and representatives of other agencies such as the Police. These measures alone cannot guarantee personal safety of school staff, pupils and visitors. The aim of risk assessment is to ensure that physical control measures are effective, clear procedures are in place and staff are competent to carry out their activities safely. Risk assessment will therefore need to consider all hazardous activities, assess the level of risk in relation to all factors and ensure the introduction of control measures to reduce the risk to an acceptable level. This document is intended to outline the framework of risk assessment in relation to the management and control of violence in educational establishments.

Principles

Anyone carrying out a risk assessment must be competent to do so. The best way of ensuring and demonstrating competence is to provide training for staff. Such training, tailored to the needs of the school is available on request from the Health and Safety Section, Education Department.

It is important to ensure that staff are given adequate time and appropriate support to enable them to carry out risk assessments. Risk assessments are most effective when carried out as a group exercise involving two to three people.

The process should be co-ordinated and monitored by a senior school manager. The manager with responsibility for co-ordinating health and safety management in the school is usually best placed to carry out this role.

It is important to involve staff in the risk assessment process. Good consultation at all stages of the process will help to ensure that all risks are identified and that control measures are appropriate and realistic.

The significant findings of the risk assessments must be recorded as well as the proposed action or procedure to reduce or remove the risk. Schools will need to retain copies of the completed risk assessment forms and ensure that all staff are made aware of the actions taken or the procedures to be introduced. The assessments will need to be reviewed if new information comes to light or if a serious incident occurs. In any case the assessments need to be reviewed annually to ensure that they are still relevant.

Practice

Risk assessments should be carried out in such a way that examines all aspects of the school activities, environment and location. Some guidance on risk assessment is given in Section C of the safety manual which refers to generic assessments covering many activities and areas of the school. Whilst generic risk assessments are only used as a guide more detailed assessments are often required if there are specific problems. Schools will therefore need to consider the risk of violence and ensure that specific control measures are in place to remove or reduce the risk to an acceptable level. Activities to consider in more detail include:

- home visits;
- parent/pupil interviews;
- dealing with serious disruptive behaviour by pupils;
- working outside normal working hours;
- working in isolation, lone working;
- call-out following activation of fire or intruder alarms, outside of normal working hours;
- working at a remote site e.g. remote sports area;
- dealing with intruders

The Education Committee approved a policy for how and when to physically intervene with a pupil, this guidance can be found in *The Code of Practice: Guidance on physical intervention between staff and pupils*. Schools should already have behaviour policies which refer to this code of practice. Where a child requires repeated physical management it may be appropriate to agree an 'Individual Handling Plan'. Where a plan is agreed with reference to the Code of Practice on Physical Intervention, a risk assessment should also be carried out.

All of the activities listed above will need a detailed risk assessment, preferably before the activity takes place. The process for conducting such risk assessments is contained in the Health and Safety Executive guidance 'The Five Steps to Risk Assessment'. Brief details of this are shown below.

To assist in this exercise there are also a number of 'generic' or general risk assessments included for guidance. If they are suitable to be used as they are this is acceptable so long as the reasoning of the 'Five Steps to Risk Assessment' has been followed and applied. These generic risk assessments are not intended to be definitive and should be reviewed and adapted to suit the individual requirements at your school. There may be other factors that are unique to your school or activities which have not been included. These generic risk assessments can therefore be used as the basis for discussion by your risk assessment group.

Follow up action

It is important to ensure that schools produce a plan of action which deals with the improvements recommended by the risk assessment process in order of priority. The priority must be based upon the level of risk and not the cost. Changes to procedures are often all that is needed and these often involve very little cost.

However, where cost does restrict immediate action, short term measures must be introduced to reduce the risk to an acceptable level.

Risk assessments need to be **reviewed regularly**. This is likely to be annually unless things change in relation to activities, layout etc, which mean that the assessment needs to be reviewed more regularly.

Five Steps to Risk Assessment

Introduction

The following five steps provide a structured approach to Risk Assessment:

Step 1: Look at the Hazards

List all activities carried out in school or in your department and identify the hazardous activities. Group similarly hazardous activities together as much as possible to allow generic assessment. You must record your assessments along with details of any changes made or planned. The Risk Assessment pro-forma attached as part of this appendix provides one way of carrying out and recording your assessments.

At this stage you must be clear about the differences between hazard and risk:

- Hazard is defined as anything that has the potential to cause harm, i.e. fall from a height, a violent person etc.
- Risk is defined as the chances, great or small, that the hazard will actually cause someone harm.

Risk Assessment should not be carried out in isolation. You will need to talk to the people involved in the activity being assessed. It is also useful to walk around the area concerned and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate on significant hazards which could result in serious harm or affect several people.

Step 2: Decide who might be harmed

The identification of all people who you could reasonably foresee may be harmed is a fundamental requirement of risk assessment. Caretakers, cleaners, visitors and contractors should not be forgotten. Expectant mothers may need special consideration as they may be at greater risk as a result of their condition.

Step 3: Evaluate the Risks

Once all the hazards have been identified it will be necessary to make a judgement on the likelihood of harm occurring. In order to do this you must consider the worst possible outcome and the probability of occurrence. For example, the use of unsafe electrical equipment has the potential to cause a very serious or even fatal injury. Having identified all hazards and decided which are significant we now need to identify and consider the efficiency of existing controls. You should now be able to decide whether any significant risk remains. Further control measures would then be needed to control the risk. The outcome of your assessments should be an action plan in the form of a prioritised programme of improving control methods. This allows a sensible planned approach. It is not always possible to do everything 'overnight'. We are often held back for reasons of finance or time. We therefore need to consider all hazards in terms of the level of risk. The greater the level of risk then the greater the need to do something about it.

Step 4: Record your Findings

The Risk Assessment pro-forma attached should be used to record all assessments. The action plan should be used to produce the school action plan. This should list all significant risks identified from the exercise and target dates for introduction or improvement of control measures.

Step 5: Review your Assessment

The regulations require assessments not only to be suitable and sufficient, but also to be maintained to ensure that they remain valid. This means that they must be kept under review and updated periodically i.e. annually or when changes are made to the activity.

How to use the risk assessment forms

1. Look at the hazards and activities in your school, particularly where violence could apply. List under hazards/activities.
2. Consider who is at risk. Deal with the most serious first.
3. Consider how they are at risk.
4. Do you have suitable control measures in place?
5. If your control measures are not as suggested in the example, do they adequately control the risk?
6. If control measures are suitable and in place the resulting risk should be low.
7. Tick the box to show that the control measures are in place.

8. If control measures are not in place put an ' X' in the box, and decide if the resulting risk is high, medium or low. Make a note of the control measures that are needed in the comments – actions box.
9. Put control measures into practice. Ensure staff are aware of and use the control measures.
10. Sign and date the assessment and enter the review date

RISK ASSESSMENT PRO-FORMA

School		
Head Teacher		
Address		
Telephone		
Date of assessment		
Assessment carried out by	Name	Signature
Assisted by		
Assisted by		
Date to be reviewed		

RISK ASSESSMENT PRO-FORMA

Hazard/Activity	Risk Hazard	Persons at Risk	Control Measures	Comments – Actions	Residual Risk Rating	3x
			•			
			•			
			•			

RISK ASSESSMENT, EXAMPLE

Hazard/Activity	Risk Hazard	Persons at Risk	Control Measures	Comments – Actions	Residual Risk Rating	3x
Parents arriving at reception	Assault on reception staff	Reception staff	<ul style="list-style-type: none"> • Layout of reception places physical barrier between receptionist and visitor • Receptionist has a means of calling for help or support quickly • Layout enables receptionist to leave area safely if situation requires it • Reception staff have had training in how to deal with aggressive visitors 		Low	
Parents being interviewed by teacher	Assault on teacher	Teacher	<ul style="list-style-type: none"> • Good layout of interview room • Interior of room should be visible from outside • Furniture allows distance between interviewer and possible aggressor • Interviewer has means of escape if necessary • Interviewer trained in de-escalation techniques 		Low	
Assault on teacher in classroom	Assault on teacher	Teacher	<ul style="list-style-type: none"> • Good communication in school ensures teachers are aware of potentially violent pupils • Teacher to be aware of school policy on violence • Consideration given as to whether training on breakaway techniques or restraint is necessary • Behaviour management policy in place at school • Teacher to be aware of Code of Practice on Physical Intervention 	Low		

**Appendix 3
Violent Incident Register**

DATE: _____ TIME: _____

Employee (*Personal details of person assaulted*)

Name: _____ Age: _____ Gender: _____

Post Title: _____

Details of Perpetrator

Name: _____ Age: _____ Gender: _____

Relationship to victim: _____

Details of the Incident

Location: _____

Activity at the time: _____

Outcome *(include details of any follow-up support offered)*

September 2021